



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

474 South Main Street, Camp Verde, AZ 86322

PACE Preparatory Academy, Inc.

AZ LEARNS¹

Elementary Achievement Profile ^(a)

2005-06 Performing

2004-05 N/A

2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile ^(a)

2005-06 Performing

2004-05 Underperforming

2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Met

2004-05 Met

2003-04 Met

School Improvement Status ^(b)

2005-06 N/A

2004-05 N/A

2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Richard Thelander

Schedule : 08:00 AM to 04:00 PM

Grades : 6-12

Web Address : www.paceacademy.com

Phone Number : (928) 567-1805

Fax Number : (928) 567-1836

E-mail : thelander@paceacademy.com

Mission

The mission of PACE is to enable students to become self-motivated, competent, lifelong learners equipped with the reading, writing, technological and problem-solving skills necessary to become contributing members of society in the 21st Century.

School / Academic Goals

- Ü All students will become lifelong learners through successful school experiences that foster self-confidence and promote academic success. PACE graduates will strive to become aware of the community they live in and will become responsible citizens.
- Ü PACE will strive to provide a positive learning environment with activities designed to foster acceptance of diversity, creativity, responsibility, critical thinking, problem-solving skills, & the ability to utilize technology and access information.
- Ü PACE will enable students to master competencies in business communication, principles of business management, calculating and preparing financial records, applying marketing principles to business operations, and developing a business plan.

Enrollment

October 1, 2005 School Year Student Enrollment : 70

Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- Ü Alternative Education
- Ü Technology-based Learning
- Ü Integrated Curriculum/Instruction
- Ü On-line Instruction
- Ü Business Management Technology
- Ü Character Education
- Ü Career and Technical Education

Calendar Information

Number of Instruction Days : 143
Average Daily Instruction Time : 8 hours 0 minutes
First Day of School : 8/29/2005
Last Day of School : 6/8/2006

Shared Responsibilities**School**

PACE asserts that parental involvement is essential for the academic success of students. PACE will provide a supportive environment where teachers, parents and students can take advantage of communication through the Internet, student activities, conferences, and regular home/school communication including student handbooks, newsletters, and the telephone. PACE provides high academic standards, expectations, and setting goals for students.

Parents

Parents are responsible for a student's attendance, clothing attire, nutrition, and medical care. Parents are also responsible to be involved in their student's education by attending all parent/teacher conferences and supporting school policies.

Transportation Policy

PACE Preparatory Academy provides transportation for students to and from school at designated locations. A minimum amount of students are required to support student transportation.

School Honors**Awards or Special Recognition Received By the School, Staff or Students**

Award/Honor	Year
Ü Robotics Allstar Rookie Award	2003
Ü Teacher Awards for Dedication From Administration	2004

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79327	NC	NC	98	NC	NC	518	NC	NC	19	NC	NC	20	NC	NC	46	NC	NC	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38961	--	--	98	--	--	520	--	--	16	--	--	20	--	--	48	--	--	16
Male	NC	NC	40295	NC	NC	97	NC	NC	516	NC	NC	21	NC	NC	19	NC	NC	44	NC	NC	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	--	--	9321	--	--	87	--	--	467	--	--	54	--	--	22	--	--	21	--	--	3
Students without Disabilities	NC	NC	70006	NC	NC	100	NC	NC	524	NC	NC	14	NC	NC	19	NC	NC	49	NC	NC	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79501	NC	NC	98	NC	NC	497	NC	NC	10	NC	NC	25	NC	NC	60	NC	NC	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	--	--	39062	--	--	99	--	--	502	--	--	8	--	--	23	--	--	64	--	--	5
Male	NC	NC	40368	NC	NC	98	NC	NC	491	NC	NC	13	NC	NC	27	NC	NC	57	NC	NC	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	--	--	9411	--	--	88	--	--	453	--	--	36	--	--	36	--	--	26	--	--	1
Students without Disabilities	NC	NC	70090	NC	NC	100	NC	NC	502	NC	NC	7	NC	NC	24	NC	NC	65	NC	NC	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	80000	--	--	99	--	--	564	--	--	3	--	--	11	--	--	75	--	--	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	--	--	39288	--	--	99	--	--	579	--	--	2	--	--	6	--	--	77	--	--	16
Male	--	--	40644	--	--	98	--	--	549	--	--	4	--	--	15	--	--	74	--	--	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	--	--	9919	--	--	93	--	--	505	--	--	9	--	--	35	--	--	54	--	--	2
Students without Disabilities	--	--	70081	--	--	100	--	--	571	--	--	2	--	--	7	--	--	79	--	--	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	--	--	42466	--	--	100	--	--	578	--	--	2	--	--	7	--	--	75	--	--	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78546	NC	NC	97	NC	NC	543	NC	NC	15	NC	NC	18	NC	NC	52	NC	NC	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38645	NC	NC	98	NC	NC	545	NC	NC	13	NC	NC	18	NC	NC	54	NC	NC	15
Male	--	--	39792	--	--	97	--	--	542	--	--	17	--	--	17	--	--	50	--	--	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	--	--	36450	--	--	97	--	--	563	--	--	7	--	--	12	--	--	57	--	--	23
Students with Disabilities	--	--	8093	--	--	82	--	--	489	--	--	50	--	--	24	--	--	23	--	--	2
Students without Disabilities	NC	NC	70453	NC	NC	100	NC	NC	549	NC	NC	11	NC	NC	17	NC	NC	56	NC	NC	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79045	NC	NC	98	NC	NC	512	NC	NC	10	NC	NC	25	NC	NC	58	NC	NC	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	NC	NC	38860	NC	NC	98	NC	NC	519	NC	NC	7	NC	NC	22	NC	NC	62	NC	NC	8
Male	NC	NC	40075	NC	NC	97	NC	NC	505	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	--	--	8552	--	--	87	--	--	463	--	--	35	--	--	40	--	--	23	--	--	1
Students without Disabilities	NC	NC	70493	NC	NC	100	NC	NC	517	NC	NC	7	NC	NC	24	NC	NC	62	NC	NC	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	34922	NC	NC	96	NC	NC	493	NC	NC	15	NC	NC	34	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79657	NC	NC	99	NC	NC	566	NC	NC	3	NC	NC	8	NC	NC	87	NC	NC	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	NC	NC	39120	NC	NC	99	NC	NC	580	NC	NC	2	NC	NC	4	NC	NC	92	NC	NC	2
Male	NC	NC	40423	NC	NC	98	NC	NC	553	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	--	--	9069	--	--	92	--	--	508	--	--	11	--	--	30	--	--	58	--	--	1
Students without Disabilities	NC	NC	70588	NC	NC	100	NC	NC	573	NC	NC	2	NC	NC	5	NC	NC	97	NC	NC	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	NC	35341	NC	NC	97	NC	NC	551	NC	NC	5	NC	NC	12	NC	NC	83	NC	NC	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	78400	100	100	97	503	503	554	50	50	21	42	42	19	8	8	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38686	NC	NC	98	NC	NC	554	NC	NC	20	NC	NC	20	NC	NC	49	NC	NC	12
Male	NC	NC	39636	NC	NC	96	NC	NC	554	NC	NC	23	NC	NC	18	NC	NC	46	NC	NC	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	10	10	37038	100	100	97	NA	NA	575	NA	NA	11	NA	NA	14	NA	NA	56	NA	NA	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	11	11	70560	100	100	99	503	503	560	55	55	17	36	36	19	9	9	50	NA	NA	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	79179	100	100	98	502	502	519	NA	NA	11	58	58	27	42	42	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	NC	NC	38974	NC	NC	99	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	61	NC	NC	5
Male	NC	NC	40124	NC	NC	97	NC	NC	513	NC	NC	13	NC	NC	28	NC	NC	54	NC	NC	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	10	10	37467	100	100	98	NA	NA	539	NA	NA	5	NA	NA	17	NA	NA	70	NA	NA	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	11	11	70612	100	100	99	507	507	524	NA	NA	7	55	55	25	45	45	62	NA	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	79734	100	100	99	528	528	554	NA	NA	3	42	42	19	58	58	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	NC	NC	39243	NC	NC	99	NC	NC	568	NC	NC	2	NC	NC	12	NC	NC	85	NC	NC	1
Male	NC	NC	40413	NC	NC	98	NC	NC	541	NC	NC	4	NC	NC	26	NC	NC	70	NC	NC	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	10	10	37668	100	100	99	NA	NA	569	NA	NA	1	NA	NA	13	NA	NA	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	11	11	70791	100	100	100	529	529	561	NA	NA	2	36	36	15	64	64	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	71130	100	78	95	651	651	701	71	71	23	21	21	13	7	7	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	35465	NC	NC	96	NC	NC	702	NC	NC	21	NC	NC	13	NC	NC	53	NC	NC	13
Male	10	10	35648	100	77	94	NA	NA	701	NA	NA	24	NA	NA	12	NA	NA	50	NA	NA	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	13	13	36075	100	81	95	650	650	715	69	69	12	23	23	9	8	8	58	NA	NA	21
Students with Disabilities	--	--	5862	--	--	71	--	--	658	--	--	63	--	--	15	--	--	20	--	--	2
Students without Disabilities	14	14	65268	100	93	98	651	651	705	71	71	19	21	21	12	7	7	54	NA	NA	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	NC	22957	NC	NC	93	NC	NC	685	NC	NC	34	NC	NC	17	NC	NC	44	NC	NC	5
Non-Economically Disadvantaged	NC	NC	48173	NC	NC	96	NC	NC	709	NC	NC	17	NC	NC	11	NC	NC	55	NC	NC	18

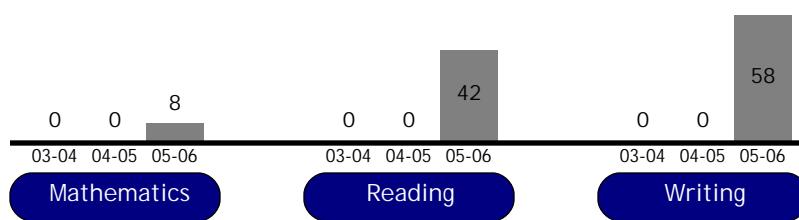
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	18	73018	--	100	97	--	681	703	--	11	6	--	17	23	--	72	64	--	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	36181	--	NC	97	--	NC	708	--	NC	4	--	NC	21	--	NC	65	--	NC	9
Male	--	13	36816	--	100	96	--	675	699	--	15	7	--	23	24	--	62	62	--	NA	7
African American	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3	
Hispanic	--	NC	25801	--	NC	96	--	NC	683	--	NC	10	--	NC	34	--	NC	53	--	NC	3
Asian/Pacific Islander	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16	
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	--	15	37024	--	94	97	--	676	721	--	13	2	--	20	12	--	67	73	--	NA	13
Students with Disabilities	--	NC	7170	--	NC	85	--	NC	654	--	NC	23	--	NC	47	--	NC	29	--	NC	1
Students without Disabilities	--	17	65848	--	100	98	--	681	708	--	12	4	--	18	20	--	71	67	--	NA	9
Limited English Proficient Students	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0	
Migrant Students	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1	
Economically Disadvantaged	--	NC	23912	--	NC	94	--	NC	681	--	NC	10	--	NC	36	--	NC	52	--	NC	2
Non-Economically Disadvantaged	--	17	49106	--	100	98	--	681	714	--	12	4	--	18	16	--	71	69	--	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	17	72810	--	94	96	--	659	685	--	6	6	--	71	30	--	24	58	--	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	NC	36111	--	NC	97	--	NC	695	--	NC	4	--	NC	23	--	NC	65	--	NC	8
Male	--	12	36678	--	92	95	--	659	674	--	8	9	--	67	36	--	25	52	--	NA	3
African American	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3	
Hispanic	--	NC	25735	--	NC	96	--	NC	669	--	NC	10	--	NC	41	--	NC	48	--	NC	2
Asian/Pacific Islander	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13	
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	--	14	36915	--	88	97	--	660	697	--	7	3	--	71	21	--	21	67	--	NA	8
Students with Disabilities	--	NC	7071	--	NC	84	--	NC	634	--	NC	24	--	NC	53	--	NC	21	--	NC	1
Students without Disabilities	--	16	65739	--	100	98	--	661	689	--	6	4	--	69	27	--	25	62	--	NA	6
Limited English Proficient Students	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0	
Migrant Students	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0	
Economically Disadvantaged	--	NC	23814	--	NC	94	--	NC	667	--	NC	10	--	NC	41	--	NC	47	--	NC	2
Non-Economically Disadvantaged	--	16	48996	--	100	97	--	661	693	--	6	4	--	69	24	--	25	64	--	NA	7

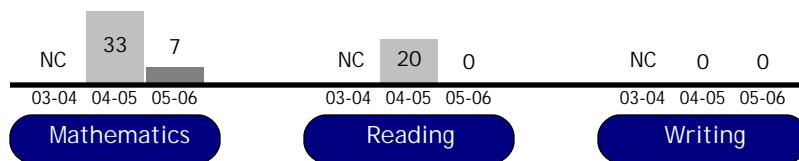
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	--	56	--	--	--	51	NC	NC	NC	56
	Language	--	--	--	48	--	--	--	47	NC	NC	NC	50
	Mathematics	--	--	--	66	--	--	--	52	NC	NC	NC	58
7	Reading	--	--	--	54	--	--	--	50	NC	NC	NC	54
	Language	--	--	--	58	--	--	--	52	NC	NC	NC	58
	Mathematics	--	--	--	62	--	--	--	50	NC	NC	NC	54
8	Reading	--	--	NC	55	--	--	--	51	NC	NC	NC	58
	Language	--	--	NC	52	--	--	--	50	NC	NC	NC	56
	Mathematics	--	--	NC	61	--	--	--	53	NC	NC	NC	58
9	Reading	100	NA	NA	42	95	40	42	51	100	21	34	52
	Language	100	NA	11	42	95	39	41	50	100	8	24	50
	Mathematics	100	NA	27	63	100	30	35	50	100	24	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

School Site Council

Council Composition		Council Duties
1 School Administrator(s)		Ü Student Discipline
1 Non-certified Employee(s)		Ü Instructional Programs/Strategies
1 Teacher(s)		Ü School Improvement
1 Parent(s)		Ü Promotion/Community Relations
1 Community Member(s)		Ü School Safety Issues
1 Student(s)		Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü 60 computers in each classroom
- Ü Internet access on all computers
- Ü Community stores for CTE program
- Ü Restaurant/Coffee Shop for CTE program

Extracurricular Activities

- Ü Student Council
- Ü Yearbook
- Ü Field Trips

Social Services

- Ü Health Education
- Ü Character Education
- Ü Adult Education Classes
- Ü Clothing Bank
- Ü Counseling Services
- Ü Recreational Activities

School Achievements/Accomplishments 2005-06

- Ü PACE Preparatory Academy has meet Annual Yearly Progress (AYP) since it was implemented.
- Ü PACE Preparatory Academy leaves no students behind in their studies. All students progress in their education at their optimum individual rate.
- Ü PACE has successfully implemented its Business Management Technology program to include an office supply store and a coffee shop students can learn in as well as receive a paycheck.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	57	89	88	73
Graduation Rate ⁶	100	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Upon enrollment, discipline policies and procedures are reviewed in the student handbook with parents and student. Discipline is important to the lifelong-learning process.

For the 2003-2004 school year, PACE Preparatory Academy received a two-year grant from the Arizona Behavior Initiative to address student behavior in schools, which was extended for two additional years. Through the grant, school-wide student expectations are set, and rewards and consequences are enforced.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Richard Thelander	(928) 567-1805
Transportation Policy	Richard Thelander	(928) 567-1805
Community Resources	Richard Thelander	(928) 567-1805
School Nutrition Programs	Richard Thelander	(928) 567-1805
Parent Organization	Richard Thelander	(928) 567-1805
Student Health/Nurse	Richard Thelander	(928) 567-1805

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.